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ABSTRACT

In 1983-84, Johnson O'Malley Indian education programs operated in 17 public schools and 2 tribal preschools in Washington state, serving 1,386 students with a budget of $222,421. The overall objectives of the programs for Indian students were to increase reading and math proficiency, improve the high school graduation rate, promote cultural and ethnic awareness activities, provide individualized tutoring, increase participation in extracurricular activities, provide incentives for special achievement, and encourage closer contact between teachers and parents. Evaluation of the objectives showed mean achievement scores (reported as Normal Curve Equivalents) up 2.6 points in reading and 5.8 points in math over 1983 scores. The high school dropout rate was 1.7% compared with 13% in 1983. Cultural activities were reported by 42% of the programs, a decrease of 25% from 1983. Individual tutoring sessions totaled 27,127 or an average of 173 sessions per child. Indian students participated in various extra-curricular activities including student government, band, and athletics. The incentive program for special achievement distributed 1,333 awards. Closer contact between teachers and parents was promoted by numerous activities including a 3-day workshop for parents. The report provides a directory of the 19 Johnson O'Malley programs and includes their specific objectives and evaluations. (JHZ)

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ED259854

1984 ANNUAL REPORT

Washington State
Johnson O'Malley
Educational Programs For Indian Children

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RC015951

WASHINGTON STATE

JOHNSON-O'MALLEY INDIAN EDUCATION

1983-84 ANNUAL REPORT

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December, 1984

JOHNSON-O'MALLEY REPORT LETTER

Following is a summary of the major activities of the Johnson-O'Malley Indian education program during fiscal year 1984. Seventeen (17) projects conducted JOM programs in grades K-12 in the public schools; two (2) programs were conducted in tribal pre-schools. Second, the 2nd Annual Washington State Indian Education Conference was conducted in Spokane, Washington, by the Colville Confederated Tribes. The SPI Indian Education Office assisted with planning and coordination of this conference. JOM participants also joined the Washington State Indian Education Association (WIEA). Third, the Washington State Native American Education Advisory Committee (WSNAEAC) provided advise and guidance to the SPI Indian Education Office. WSNAEAC meetings were conducted at Eastern Washington University, Suquamish Tribal Center, and Central Washington University. Fourth, several publications were issued including the Patterson/Johnson Survey of Indian Students in Washington State, Craig Landon's JOM Parent Education Committee study, last year's annual report, and a new curriculum unit for use in grades K-6 entitled "Content and Activities for Teaching About Indians of Washington State" developed by Janet Janda and Yvonne Peterson.

Administration of the JOM program by the Office of the Superintendent of Public Instruction represented a major activity of the Indian Education Office. Nineteen (19) JOM projects located in seventeen (17) public school districts and two (2) tribal pre-schools were administered by SPI during fiscal year 1984. This report summarizes the activities of these nineteen JOM programs operated during 1984 with a compilation of statistics reported by each individual program. This report is forwarded to the Puget Sound Agency, Bureau of Indian Affairs, Department of the Interior, in compliance with contract regulations.

Due to substantial decreases in all categories of federal funds, many Indian education programs combine their JOM resources with other federal funds such as Title IV, Part A, of the Indian Education Act (1972). Joint administration of the resources allows for greater delivery of educational services to American Indian or Alaskan Native youth. Indian education programs devote most resources to supplementary services such as academic tutoring, counseling and cultural education.

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Historical Summary of the Johnson-O'Malley Program

The initial relationship of the American Indian to the federal government was that of Nation to Nation.

Recognition of this unique status was historically documented through ensuing formal agreements (or treaties) between various Indian nations and the federal government.

The federal government, in response to specifically documented treaties or through assumed moral responsibility, began in the early part of the 19th century to make provisions for Indian education, using established sectarian schools or, in some cases, federally operated institutions.

Such federal and religiously oriented educational efforts pre-date statehood in most states, with American Indians generally being considered subjects of the United States, residing on unorganized territory.

In 1871, Congress discontinued the policy of entering into treaty agreements with Indian tribes. For the next half century, the federal government continued to assume the major responsibility for Indian education through the actual operation of "government schools" or by paying the equivalent of non-resident tuition to public school districts enrolling Indian children.

This early effort was implemented by legislative authority contained in the Bureau of Indian Affairs Appropriation Act of February 14, 1920.

Regulations adopted in that Act were nominally in effect as Part 33, Title 25--Indians, Code of Federal Regulations (CFR) until the passage of P.L. 93-638, the Indian Self-Determination and Educational Assistance Act, which became law on January 4, 1975.

By and large, the educational endeavor of the Bureau of Indian Affairs (BIA) during this period focused primarily on Indian reservations which were surrounded by land in public domain or territorial status.

The transfer of responsibility for Indian education from the federal government to individual states is a direct result of two basic factors: (1) all lands within the continental United States were by this time organized into states, each with a constitution or enabling legislation providing educational opportunities for all state citizens; and (2) the Citizenship Act of 1924 granted American citizenship to all Indians residing within the continental United States.

Therefore, legally (by virtue of American citizenship and Indian rights under the 14th Amendment of the United States Constitution) the responsibility for American Indian education is shared by each state and the local school districts within.

But financial problems remained, stemming from the tax-exempt status of Indian-owned lands held in federal trust. Treaties or agreements exempting Indian-owned lands from taxation curtail the tax base of those school

districts which contain large tracts of such lands. Particularly affected are school districts that historically finance local education largely through real property taxes.

Although the legal responsibility of equality in American education (regardless of race, color or creed) rests within each state, the federal government recognized its responsibility for assisting states under certain circumstances.

The Johnson-O'Malley (JOM) Act of April 16, 1934 (48 Stat. 596), as amended by the Act of June 4, 1936 (49 Stat. 1458), and by P.L. 93-638, provided the legal authority--among other benefits--for financially assisting states in their responsibility for educating Indians who are one-fourth degree of Indian blood and recognized by the Secretary of the Interior as eligible for BIA services.

Before 1958, the Johnson-O'Malley program was a BASIC federal aid program specifically designed to help public schools educate Indian children from reservations and other Indian-owned, tax-exempt land.

On August 12, 1958, P.L. 81-874 (administered through the Department of Health, Education and Welfare) which provided financial assistance to public schools, was amended to include assistance for educating children residing on tax-exempt Indian lands.

This broader-based federal aid program met most of the basic financial needs of eligible school districts impacted by non-taxed Indian lands.

Subsequently, the JOM program became a SUPPLEMENTAL aid program geared to offset the financial deficit of unmet extraordinary and exceptional cases of need.

Johnson-O'Malley funds are made available to states based on separate plans negotiated between the BIA and the respective states or tribal corporations for the express purpose of supplementing federal assistance for education of Indian children in public schools. These funds, in turn, are administered by the states or tribal corporations to supplement local educational programs.

The policy of the BIA between 1958 and 1975 was to distribute JOM funds on a needs basis. Each contracting agency received an amount of JOM funds annually, distributed on the basis of criteria including the size of the Indian population being served, financial hardship to school district caused by tax-exempt Indian lands, the degree of educational deprivation of Indian students, and economic deprivation of Indian families.

The regulations developed in 1975 to implement P.L. 93-638 introduced a new concept for the delivery of services to Indian children through JOM funds.

- The program is community based with decisions made by the Indian community through its parent education committee.

- The allocation of funds to states and other service areas is based on the number of children to be served through a weighted per capita distribution formula. Need is not a criterion for the allocation of funds to contracting entities.

California was the first state to enter into a JOM contract in fiscal year 1935. In the same year, the State of Washington also contracted for and received $24,485 in JOM funds. Washington has administered JOM funds every year since 1935. The contract for fiscal year 1984 was in the amount of $222,421.

The Bureau presently contracts for services with Indian tribes, tribal corporations, individual school districts, and state departments of education in four states.

The first two tribal contracts were finalized in 1970. Since the passage of the Indian Self-Determination and Educational Assistance Act (P.L. 93-638), many tribal groups are contracting for JOM services.

Since the regulations give priority to reservation-based Indian students, not all Indian students attending public schools are affected by the JOM Act. However, where Indian parents and school districts identify special needs of non-reservation Indian students, they may apply for funds under P.L. 92-318, Part IV-A.

As of October 1, 1983, there were 5,942 Indian children eligible for BIA services enrolled in public schools in Washington.

Overview of Johnson-O'Malley Operations in Washington During 1984

Eligibility:

The Washington State Plan for the education of Indian children under the Johnson-O'Malley Act sets forth criteria for eligibility in compliance with P.L. 93-638 as follows:

A. Eligible Agencies

Eligible agencies are local school districts, Indian parent organizations and Indian tribes.

B. Eligible Students

Section 273.12 of P.L. 93-638 provides the criteria for student eligibility.

> "Indian students, from age 3 years through grade(s) 12, except those who are enrolled in Bureau or sectarian operated schools, shall be eligible for benefits provided by a contract pursuant to this Part if they are ¼ or more degree Indian blood and recognized by the Secretary as being eligible for Bureau services. Priority shall be given to contracts (a) which would serve Indian students on or near

reservations and (b) where a majority of such Indian students will be members of the tribe(s) of such reservations (as defined in Section 273.2 (o))."

It should be understood that although educational agencies and parent committees assist in the identification of eligible students, the full responsibility for determining eligibility rests with the Bureau of Indian Affairs.

Most of the school districts in Washington State that are eligible to receive JOM grants are located in rural or semi-rural areas. Several can be categorized as remote and necessary. Their financial base does not usually allow for expenditures in excess of what is needed to carry out a basic educational program. Therefore, if the needs of Indian pupils are to be met adequately, special programs must be undertaken which require supplemental funding from sources beyond the ordinary resources of the school district.

Priority in Funding

The federal law (quoted above) specifies that contracts (a) which would serve Indian students on or near reservations and (b) where a majority of such Indian students will be members of the tribe(s) of such reservation shall receive priority. It is the policy of the Superintendent of Public Instruction to give primary consideration to such contracts.

In addition to the federal priorities, the Superintendent of Public Instruction uses the following criteria in considering proposals from Local Educational Agencies requesting JOM funds:

1. Documented needs of eligible Indian children
2. Geographic isolation of schools and students
3. Availability and use of other categorical funds
4. Evidence that proposed activities are addressed to identified student needs; see 273.18 (g) (4)
5. Evidence of effective cooperation between the school district and the parent education committee in program development, implementation, ongoing program reporting and evaluation
6. Total number of eligible students
7. Willingness of the school district to comply with reporting requirements for JOM programs.

Purpose

Since the Johnson-O'Malley Act authorizes funds to be expended for the express benefit of Indian children, the thrust of the State JOM program has been directed toward meeting the special needs of these children. Program priorities are established at the local school level in a cooperative effort between school officials and Indian parents. In the program development and implementation process, it is emphasized that the Indian parent committee must exercise decision-making powers. These powers do not preempt the legal authority of the school district and its officers, but serve to guarantee effective Indian input for the JOM program.

Local projects generally are directed toward, but are not necessarily limited to, the following State JOM program goals:

ONE -- To identify, develop or adapt, and make available educational opportunities, activities, materials and services that help Indian children develop language proficiency, cultural and ethnic awareness, career option awareness, occupational and recreational skills and competence in basic academic areas.

TWO -- To provide educational opportunities, activities, materials and services that conform to each child's individual language, tribal, cultural and ethnic awareness.

THREE -- To provide educational opportunities, activities, materials and services that meet economic and social needs; that make possible an increase in each child's successful experiences and a decrease in his failures; and that assist each child to develop and measure the success of an individual learning style that is self-initiated.

FOUR -- To train local Indian parent education committees for involvement in tangible, productive ways--in the planning, implementation, and evaluation of opportunities, activities, materials and services provided for Indian children.

FIVE -- To provide opportunities, activities, materials and services that increase the pertinent skills and awareness of those who have impact upon Indian children, such as school administrators, teachers, counselors, para-professionals, home staff and other agency or institution personnel.

SIX -- To provide project monitoring, educational accomplishment auditing and Indian program evaluation that will ensure fiscal and program accountability at federal, state and district levels; and that will be based upon precise, continuous measurement of institutional and learner objectives.

SEVEN -- To provide opportunities, activities, information or services that will disseminate project materials relating to educational practices proven effective for Indian children; and that will promote the spread from one school district to another of such proven practices.

Applications and Reports

The format of the JOM application contains the following information:

The top of the cover page contains space for school district identification, amount requested, amount approved, and signatures of the school district superintendent, the JOM parent education committee chairperson and the State Supervisor of Indian Education.

Part I requests JOM committee names, JOM program staff names and sources of other funds used in the program, if any.

Part II is an estimate of Indian and non-Indian enrollment for the program application year.

Part III is on the inside of a four-page foldout containing five parallel columns as follows:

O. Indian Community Goals	B. Evaluation Procedures
A. Broad Educational Goals and Measurable Annual Objectives	C. Project Component (Activities)
	D. Component Cost (Budget)

Components of the JOM program can be developed in the aforementioned sequence, showing separate information for each component.

In this format, each local program component or activity can be prioritized, budgeted and evaluated separately.

JOM report F-168 is an adaption of the Bureau of Indian Affair's enrollment report form with some additions. It provides reporting space for all eligible students by age and grade, transfers in as well as out, number of dropouts, number of counseling sessions, and achievement scores in reading and math. The request for average daily attendance was changed to percent of attendance for Indians only. This gives a better basis for district to district comparisons and yearly totals. The front-page summary of Form F-168 for 19 JOM programs is shown elsewhere in this report.

The back of Form provides for the reporting of formal evaluation results in each district. The form is keyed to the objectives and evaluation criteria stated in the original application. Copies of individual participating district reports were sent to the Portland Area Office of the Bureau of Indian Affairs.

The evaluation reports also appear with the individual project descriptions of this document.

Reporting Procedures

Reports from JOM programs to the state office are consolidated and listed on a program calendar. Through the response and cooperation of all concerned, the result of this action is that all the program information contained in this report is derived from the previously described documents received from each school district: the program application (Form E-376) and the final evaluation report (Form F-168).

JOM Parent Education Committee Activities and Developments

JOM regulations require "maximum Indian participation in all aspects of educational program development and implementation." Consistent with this requirement, the Supervisor of Indian Education made site visitations in cooperation with all local parent committees several times per year. In the fall, group inservice training workshops are conducted on a regional basis to provide information and skills to assist parents in fulfilling their role in working with schools for the benefit of their children. In March and April, the Supervisor of Indian Education met with each committee and the local program staff to conduct an annual program review.

Overall Objectives

The following summarizes objectives from 1983 JOM proposals submitted to the Office of Indian Education by local parent committees and school districts:

1. To increase proficiency in Reading and Math

   Achievement scores in the JOM programs are reported as Normal Curve Equivalents. The NCE is an equal interval, normalized, standard score with a mean of 50 and a standard deviation of 21.06.

   The mean NCE scores presented here are those of students tested in 1984 and compared with those of 1980, 1981, 1982, and 1983.

   Reading

Year	Number of Students Tested	Mean Scores
1980	3,281	40.67
1981	1,216	47.19
1982	2,413	47.19
1983	1,324*	47.
1984	1,123**	49.6

   Math

Year	Number of Students Tested	Mean Scores
1980	3,246	41.29
1981	1,227	46.32
1982	2,413	48.
1983	1,324*	46.
1984	1,123**	51.8

   Mean scores by grade level and district are shown elsewhere in this report. *80.2 percent of JOM elementary and secondary school students are represented in this figure. **71.5 percent of JOM elementary and secondary school students are represented in this figure. Total enrollment is 1,570. Some test results are not compatible for averaging.

2. To improve the Native American student rate of graduation from High School.

   a. Increase the rate of graduation of high school seniors. Year to year comparisons of programs reporting numbers of both entering and graduating seniors:

Results:

Entered Senior Class, Oct.	Graduated	Percent
1980: 264	178	67%
1981: 127	104	82%
1982: 131	94	72%
1983: 98	68	69%
1984: 81	71	88%

Seniors at May Report	Graduated	Percent
1982: 122	94	77%
1983: 83	68	82%
1984: 81	71	88%

Transfer and dropout rates for all grades are shown on the School Summary tabulation elsewhere in this report, and are computed into the spring (May) report. Thus, the 23% and 18%, 1982 and 1983 respectively, of the JOM students who failed to graduate, although enrolled as seniors during the last month of school term, may indicate students are in school but graduation requirements have not been met.

One hundred percent (100%) of the JOM programs reporting computed graduate information.

b. Increase the average attendance rates of enrolled JOM students.

Results:	Average Percent of Attendance
1980	86%
1981	89%
1982	90%
1983	90%
1984	89%

100 percent of reporting programs monitored and submitted attendance data.

c. Increase the average number of counseling sessions provided to JOM students.

Results: Average number of counseling sessions per pupil:

1980	1981	1982	1983	1984
4.5	6.3	5.4	4.9	4.4

Average number of counseling sessions per JOM high school student:

1982	1983	1984
6.6	8.4	6.4

All programs differentiate between counseling sessions and tutoring sessions. Despite reductions in staff by most programs, counseling continues to be an important priority expressed by JOM committees.

d. Increase the rate of JOM students who remain in High School (grades 9-12) until they graduate. Year to year comparisons.

Year	Number of JOM High School Students at Beginning of Year	Number of JOM Dropouts from High School	Percent
1980	1,427	220	15.4%
1981	533	98	19.0%
1982	649	60	9.2%
1983	505	69	13.0%
1984	418	7	1.7%

Percent of dropouts by grade

Year	9th	10th	11th	12th
1983	15%	16%	9%	7%
1984	3%	2%	1%	0%

Students transferring out of the district were not computed in the dropout statistic.

Dropout Statistics for Indian Children in Washington School Districts Operating JOM Programs

(Information gathered from annual reports of school districts)

Fiscal Year	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984
Total Indian Enrollment	5,188	2,380	2,557	1,650	1,570
Number of Dropouts	250	128	128	85	18
Dropout as a Percent of	4.8%	5.4%	2.6%	5.1%	1.1%

Reasons for Dropout

Fiscal Year	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984
a. Withdrawn by parents	44	37	13	38	14
b. Marriage	13	9	2	6	0
c. Employment	14	4	3	6	2
d. Detained by law agencies	5	1	1	3	0
e. Illness	3	3	2	1	0
f. Death	2	3	1	0	0
g. Expelled	35	11	5	9	2
h. Other/Unknown	134	60	38	22	0
TOTALS	250	128	65	85	18

3. Promote and support cultural and ethnic awareness activities and/or classes in school districts where substantial numbers of Native Americans are enrolled. Such activities are to be led by persons who are qualified and knowledgeable of Native American culture, and should enhance student participation in school/community activities as well as the qualities of leadership in individual students.

   42 percent of the programs report Native American culture activities which are designed to promote student self-knowledge, activity participation, and leadership skills. There has been a 25 percent decrease in Native American culture activities from 1983 to 1984.

4. To provide individualized tutoring to Indian students.

   Tutoring continues to be an important component of JOM Program operation. In 1983-84, JOM Programs reported a total of 27,127 individualized tutoring sessions with Indian students in 1983-84. This would be an average of 173 tutoring sessions per child.

5. To increase participation of Indian youth in extra-curricular activities.

JOM Programs reported the involvement of Indian students in a wide variety of extra-curricular activities during 1983-84. The types of activities and the number of Indian students involved is reported below:

Activity	Number of Indian Students Involved
Student Government	46*
Athletics	275
Pep Club	16
Band	86
Indian Club	155
Future Farmers of America	6
Future Homemakers of America	11
Future Business Leaders of America	6
Drama	6
School Patrol	3
Library Aides	3
Drill Team	4
Ski Club	1
Honor Roll	3
Little League	10
Demolay	3
Gymnastics Teams	60
Varsity Cheerleader	1

*several Indian students were ASB and class officers

6. To provide incentive for special achievement.

The SPI sponsored Indian Education achievement award program was, once again, very successful during 1983-84. A total of 1,676 blue* achievement awards and 657 gold** achievement awards were distributed to JOM programs within Washington State. Tribally operated JOM programs are also invited to participate in this award program.

*Qualifications for a blue award certificate include: 2.50 to 2.99 G.P.A.; (for elementary grades, upper 10% of class), 95-99% attendance to 90-100% inprovement in attendance over previous year; Varsity sport participation, non-letter winners; other recognition such as class officers, single subject achievement, i.e., art, music, drama, etc.

**Qualifications for gold award certificates include: 3.00 G.P.A. and above (for elementary grades, upper 5% of class); 100% attendance; varsity letter winners; activities such as student body officer or other activity president.

7. To provide closer contact between teachers and parents.

To encourage the active involvement of Indian parents in the education of their children, parent education committees were involved in the review and completion of the JOM program proposal goals, objectives and budget which was then submitted to the SPI Indian Education Office for approval and funding; parent education committees were also involved in the final review and evaluation of the JOM Program at year end and the completion of Form M-357 (JOM Program Review Form) for submittal to the SPI Indian Education Office; the State Supervisor of Indian Education met personally with parents throughout the year and attended several parent committee meetings when requested to do so; parents were encouraged to meet with teachers and school staff when concerns arose regarding their children's educational progress or other concerns; and a parenting workshop was conducted at St. Mary's Conference Center in Toledo, Washington, for three days in September, 1984, to help them be an active part of their children's education and learning activities.

FINANCIAL DATA

WASHINGTON JOHNSON-O'MALLEY CONTRACTS

Fiscal Year	Contract Amount	Number of Students
1935	$ 24,458	---
1936	100,963	1,912
1937	100,963	1,765
1938	100,000	1,987
1939	100,000	1,931
1940	90,000	1,909
1941	90,000	1,956
1942	90,000	2,072
1943	90,000	1,985
1944	90,000	1,923
1945	90,000	2,056
1946	90,000	2,116
1947	90,000	2,211
1948	90,000	2,391
1949	90,000	2,402
1950	120,700	2,589
1951	154,500	2,571
1952	154,334	2,597
1953	154,166	2,419
1954	161,166	2,544
1955	169,980	2,737
1956	174,000	2,806
1957	181,000	2,836
1958	200,400	2,924
1959	69,534	2,094
1960	48,420	1,293
1961	39,320	997
1962	42,900	1,132
1963	52,000	1,013
1964	65,000	2,334
1965	72,000	2,639
1966	81,000	2,925
1967	103,480	3,020
1968	150,025	3,763
1969	214,599	3,957
1970	560,000	4,823
1971	790,000	4,297
1972	902,000	5,273
1973	1,066,000	5,952
1974	975,000	5,732
1975	999,000	6,394
1976	1,217,840	6,598
1977	1,108,268	5,606
1978	827,505	5,179
1979	762,633	4,718
1980	564,979	4,093
1981	350,942	2,380
1982	264,335	1,821
1983	237,000	1,695
1984	222,421	1,386

FINAL INVOICE

Johnson-O'Malley Contract No. POOC14207769 (Mod. #3), State of Washington

FISCAL YEAR 1984	Total Budget	Total Cost Expenditures to Date	Less Claimed Previous Months	Final Claim for Reimbursement January, 1985
State Administration				
Salaries/Wages	$ 32,626.00	$ 32,771.47	$31,410.27	$ 1,361.20
Fringe Benefits	5,431.00	5,169.52	5,030.21	139.31
Goods/Services	4,800.00	5,859.86	1,120.54	4,739.32
Travel	8,100.00	3,292.77	3,286.27	6.50
Total Administration	$ 50,957.00	$ 47,093.62	$40,847.29	$ 6,246.33
Programs				
Local Program Costs	$124,646.00	$122,738.02	$38,400.50	$ 84,337.52
Total Program Costs	$124,646.00	$122,738.02	$38,400.50	$ 84,337.52
FY '84 CONTRACT VALUE	$175,603.00	$169,831.64	$79,247.79	$ 90,583.85
FISCAL YEAR 1983 CARRYOVER				
State Administration				
Salaries/Wages	$ 82.00	$ -0-	$ -0-	$ -0-
Goods/Services	10,000.00	10,860.42	2,826.41	8,034.01
Travel	2,000.00	1,788.29	1,624.03	164.26
Total Administration	$ 12,082.00	$ 12,648.71	$ 4,450.44	$ 8,198.27
Programs				
Local Program Costs	$ 34,736.35	$ 34,169.64	$ 2,252.50	$ 31,917.14
Total Program Costs	$ 34,736.35	$ 34,169.64	$ 2,252.50	$ 31,917.14
FY '83 CONTRACT VALUE	$ 46,818.35	$ 46,818.35	$ 6,702.94	$ 40,115.41
TOTAL CONTRACT VALUE:	$222,421.35	$216,649.99	$85,950.73	$130,699.26

STATISTICAL DATA

INDIAN EDUCATION PROGRAM REPORT
Final Summary of Report Period

Year 1984

No. of 6th grade completions where appropriate: 52
No. of Indian 8th grade graduates or completions: 135
No. of Indian 12th grade graduates: 71

Indian Enrollment as of October 1																		Total Oct. 1 Enrlmt.	Trnsfrs. (1)		Dropouts (2)								Total Ending Enrlmt.	Number of Counseling Sessions (3)	Number of Tutoring Sessions (4)	Reading (Normal Curve Equivalent) (5)	Math (Normal Curve Equivalent) (6)	% of Attendance (7)	Total District Enrollment (8)
GRADE/AGE	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+		In	Out	a	b	c	d	e	f	g	h							
Pre-Kg.	16	7	5															28	0	1	1		1						25	78				87	100
Kg.		1	70	31	6	1												109	14	11	2								110	184	1,862	53.5	33.8	96	3,885
1			2	84	22	10												118	11	6	1								122	328	3,623	49.4	54	92	4,172
2				13	59	38	7	3										120	10	9	2								119	343	2,984	47.4	86.5	92	3,767
3					3	67	46	9										125	19	9	1								134	506	2,433	48.7	50.7	92	3,722
4					1	6	69	35	20	1								132	11	9									134	554	3,475	60	48.4	93	3,650
5						1	4	48	43	20	2							118	14	5	1								126	411	2,318	46.7	45.6	93	3,747
6								1	57	36	15							109	8	10									107	398	1,537	48.2	51.8	90	3,925
7									2	79	51	10	2					144	10	13	1								140	873	1,542	46.9	50.4	90	4,409
8										2	68	46	16	3				135	13	13									135	645	2,015	44.6	44.8	87	4,430
El. Ug.						2	1	1	1	1		1						7	1	1	1								6	15					
Total El.	16	8	77	128	91	125	127	97	123	139	136	57	18	3				1,145	111	87	10		1						1,158	4,335	21,789	49.6	51.8	91.2	35,807
9											1	52	50	20	2	3	1	129	11	8	1		1				2		128	756	1,369	43.5	45.2	87	4,596
10											1	7	50	33	6	3		100	1	5	2								94	642	1,182	44.3	41.9	86	4,044
11													14	44	36	10	2	106	7	5	1								107	590	1,780	40.6	49.2	87	3,930
12														2	28	38	13	81	4	4									81	579	1,052	45.4	44.2	89	3,498
Sec. Ug.														1			1	2											2	54					
Total Sec.											2	59	114	100	72	54	17	418	23	22	4		1				2		412	2,621	5,383	43.5	45.1	87	16,068
Total El. and Sec.	16	8	77	128	91	125	127	97	123	139	138	116	132	103	72	54	17	1,563	134	109	14		2				2		1,570	6,956	27,127	46.6	48.5	89	51,875

(1) Students known to have re-enrolled in another school of any type.

(2) In reporting dropouts, show numbers in alphabetical columns by grade for the following categories: a) withdrawn by parents, b) marriage, c) employment, d) detained by law agencies, e) illness, f) death, g) expelled, or h) other/unknown.

(3) Please enter the annual total of counseling sessions recorded for each grade level. Counseling sessions are defined as sessions in which the primary purpose is to provide personal consultation based on self-referrals, teacher, or parent referral.

(4) Please enter the annual total of tutoring sessions recorded for each grade level. Tutoring sessions are defined as sessions in which the primary purpose is to provide academic assistance; i.e., reading, math, social studies, arts, language, etc.

(5) If the school administers standardized reading achievement tests, please show the average normal curve equivalent for all the Indians of each class separately. Name of test(s): _____

(6) If the school administers standardized math achievement tests, please show the average normal curve equivalent for the Indians of each class separately. Name of test(s): _____

(7) To determine the percent of attendance, divide the number of days present by the sum of the number of days present and the number of days absent.

(8) Note that this is the only entry for non-Indian students.

_____
SIGNATURE OF PROGRAM OFFICIAL

*Information based on 50% of programs

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SUMMARY OF STATISTICAL AND TESTING DATA BY DISTRICT

DISTRICT	% OF INDIAN ATTENDANCE				COUNSELING SESSIONS				INDIAN DROPOUTS				MEAN NORMAL CURVE EQUIVALENT						INDIAN GRADUATES AND COMPLETIONS									
													Reading			Math			1981		1982			1983			1984		
	1981	1982	1983	1984	1981	1982	1983	1984	1981	1982	1983	1984	1982	1983	1984	1982	1983	1984	Grade 8	Grade 12	Grade 6	Grade 8	Grade 12	Grade 6	Grade 8	Grade 12	Grade 6	Grade 8	Grade 12
Bellingham	88	87	89	85.9	2,944	3,193	744	1,362	13	20	21	8	40	42	44	48	39	41	12	9	NA	13	5	—	—	—	—	12	4
Columbia #206	86	88	87	94	708	66	—	108	0	0	1	0	—	—	57	—	—	62	2	2	NA	1	1	4	1	2	—	6	4
Cusick	—	90	—	93.6	—	214	—	385	—	2	—	2	43	—	32	44	—	34	—	—	—	1	0	—	—	—	2	7	2
Fife	90	91	92	90	0	1,084	—	344	7	0	0	2	53	—	56	51	—	59	4	2	NA	6	3	1	5	4	1	4	4
Hood Canal	91	88	91	92	151	814	176	105	0	0	7	0	49	46	53	50	48	44	5	NA	NA	7	0	—	7	—	—	5	—
Mary Walker	73	94	94	90	103	107	188	520	4	0	2	4	34	55	51	45	55	53	3	7	NA	5	3	4	5	3	—	8	6
North Kitsap	94	92	92	87.7	5,109	6,509	3,025	1,584	5	1	11	5	42	—	38	49	—	48	13	9	NA	16	1	18	16	4	—	12	6
North Thurston	93	90	88	86.6	179	356	227	103	1	1	4	0	40	48	45.4	51	50	50.3	4	4	NA	8	15	NA	24	13	—	3	1
Oakville	92	92	90	86	133	772	161	427	7	2	2	6	53	53	49	43	48	47	11	6	NA	5	3	—	—	—	1	5	3
Okanogan	94	87	86	95.5	112	48	142	219	6	1	3	0	—	—	NR	—	—	NR	4	6	NA	6	6	6	7	4	3	5	2
Port Angeles	88	89	91	89.7	382	6,143	1,092	910	7	2	7	3	49	45	47.9	47	47	49.8	11	3	NA	9	11	17	13	11	15	19	7
Puyallup	92	93	92	90.9	9	0	42	42	4	4	7	2	47	48	49.7	46	47	44.9	6	3	NA	3	4	4	4	1	3	6	3
Quillayute Valley	92	89	88	86	243	4,578	567	165	6	0	6	2	50	44	42	51	47	45	8	6	NA	14	8	NA	NA	6	7	9	9
Quinault	87	89	—	—	470	344	457	—	2	0	5	—	—	—	—	—	—	—	0	2	NA	0	1	NA	2	5	—	—	—
Sequim	94	94	97	95	26	0	—	27	0	0	0	3	50	50	42.9	51	50	55.5	2	2	NA	0	6	—	—	—	—	1	4
Shelton	93	91	87	91	1,396	3,558	508	116	4	10	6	6	17	54	40	21	45	40	10	3	NA	9	5	8	6	5	12	16	8
Wellpinit	83	84	87	82	384	190	190	240	20	6	8	6	49	47	49	56	46	50	16	15	NA	15	10	12	17	10	8	13	8
Yelm	90	91	90	90	307	582	185	340	0	0	1	0	46	36	39	36	29	37	10	0	NA	8	0	—	—	—	NA	4	NA
Port Gamble				8%																									
Klallam																													
Preschool																													
Chehalis Tribal Head Start								72																					

SCHOOL DISTRICT PROGRAM DESCRIPTIONS

LOCATION OF THE WASHINGTON STATE JOM PROGRAMS

1. Bellingham
2. Columbia
3. Cusick
4. Fife
5. Hood Canal
6. Mary Walker
7. North Kitsap
8. North Thurston
9. Oakville
10. Okanogan
11. Port Angeles
12. Puyallup
13. Quillayute Valley
14. Chehalis Tribal Head Start
15. Sequim
16. Shelton
17. Wellpinit
18. Yelm
19. Port Gamble Klallam Preschool

PROGRAM EMPHASIS - 1984

Academic/Counseling:

School districts receiving JOM funds during 1984 continued to concentrate resources on supplementary academic support and personal counseling of Indian students. Parent Education Committees (PEC) generally advise that the Indian education programs concentrate on these two areas because of the number of students who need individual attention in their academic studies and the personal support that many students need from the Indian education staff. This annual report clearly notes that academic support and counseling are major responsibilities of JOM staff.

Second Annual Washington State Indian Education

Statewide coordination of Johnson-O'Malley programs is facilitated by the Second Annual Washington State Indian Education Conference which was held in Spokane, Washington. This conference serves to provide communication between Indian education programs throughout the state (the first two conferences have been held in Eastern Washington, with the Third Annual Conference to be conducted in Western Washington).

Another activity which brought together Indian education programs was a retreat held at St. Mary's Conference Center in Toledo, Washington, in September, 1984. The retreat was conducted throughout a three day period of time and concentrated on issues such as study skills including study habits and reading improvement, personal safety, and gifted education and the American Indian student. The retreat provided an opportunity for programs to acquire new information from excellent speakers and to share information on what they were providing their Indian students at the local level.

Washington State Native American Education Advisory Committee

The Indian Education Office continues to be advised on Indian education issues by the Washington State Native American Education Advisory Committee (WSNAEAC). The Committee is chaired by Virginia Cross, Auburn School District, and represents Indian educators, both reservation and urban, from throughout the state of Washington. This Committee meets several times a year and provides input regarding the activities of the state office. All business transacted by the Committee is then forwarded to the Assistant Superintendent for Instructional Programs and Services and then to the State Superintendent for consideration. Other members of the committee are: Ms. Gloria Andrews, Nespelem; Dr. Donald A. Barlow, Spokane School District; Mrs. Edith Cusack, Sequim; Mr. James Egawa, Tacoma School District; Ms. Elaine Grinnell, Port Angeles; Mrs. Bonnie Labbee, Yakima Valley College; Mr. Frank LaFontaine, Coulee Dam; Ms. Camille Monzon, Seattle Indian Center; Mrs. Cindy Fry Ocampo, Spokane; Mrs. Yvonne Peterson, Shelton; Ms. Mary Robertson, Highline School District; Ms. Sherrill Smith, Marysville School District; Dr. James B. Somday, Eastern Washington University; Mr. Leon Strom, Toppenish High School.

Education Documents

All JOM program activities are reported annually to the Office of Indian Education at year end. Data from these reports is combined and contained in this document which is then forwarded to all JOM programs, parent committees, and several offices of the Bureau of Indian Affairs. This report is disseminated frequently to educati[illegible] programs in the State of Washington throughout the year.

Another publication made available to the JOM programs is the curriculum project written by Janet Janda and Yvonne Peterson entitled "Content and Activities For Teaching About Indians of Washington State, Grades K-6." The guide was piloted by one hundred teachers during 1983 and is now being disseminated to teachers in Washington State.

A third document is a research project conducted by Craig Landon titled "The JOM Program in the Public Schools of Washington State: Recent Directions in Indian Curricular Practice." His research examined the JOM parent committees in Washington State and the relationship they had with school district personnel. This document provided valuable research to the office and has been distributed to JOM programs and parent committees so that they may examine its recommendations.

JOM Advisory Panel

During 1984 a small advisory group was formed to examine Johnson-O'Malley issues specifically and provide guidance to the SPI Indian Education Office. This panel met several times and studied issues pertinent to the Indian Education Office and made recommendations concerning office procedures that would facilitate the smoother operation in the allocation of resources to school districts/tribes operating JOM programs. This ad hoc committee will meet as necessary during 1985.

Nineteen Education Projects

Nineteen JOM projects in seventeen school districts and on two Indian reservations operated via the Office of the Superintendent of Public Instruction's Indian Education Office. The two reservation projects operated pre-schools that worked with Indian youngsters on the skills they will need when they enter the public school kindergarten classes. These two programs are highly individualized and util[illegible] volunteers and teacher aides from the community to provide instruction to the youngsters. One of the projects concentrated on home visits during 1984 to provide linkage between the instruction in the school with follow up in the home. School district projects use the JOM funds to supplement instructional and curriculum programs of the school district. Typically there is an Indian education director that coordinates resources in the district so that the maximum number of students can be served.

INDIVIDUAL PROJECT DESCRIPTIONS

Each participating school district submitted a proposal for Johnson-O'Malley funded activities at the beginning of the program year. These proposals described the specific needs, objectives and activities to be encompassed by the Johnson-O'Malley project in each school district.

In March, near the close of the program year, each participating school district was asked to submit a joint evaluation of the project, prepared by school personnel and Johnson-O'Malley parent committee members. Final reports were submitted after the programs closed in July.

The following descriptions and evaluations summarize information derived from the above sources.

BELLINGHAM

The 1984 JOM Program in Bellingham focused on improvement of attendance levels, tutoring, counseling, and academic gains in reading and math.

Program Objectives
(as stated in proposal)

1.a) 5% of the Indian children tutored in reading and/or math will gain 1.5 grade levels or more.

1.b) 75% of the Indian children tutored in reading and/or math will gain 1.0 grade levels or more.

1.c) 90% of the Indian children tutored in reading and/or math will gain .8 grade levels or more.

Evaluation Results

88 students were tutored in reading:

28 of 88 or 31.8% gained 1.5 grade equivalent or more
52 of 88 or 59.1% gained 1.0 grade equivalent or more
60 of 88 or 68.2% gained .8 grade equivalent or more

86 students were tutored in math:

20 of 86 or 23.3% gained 1.5 grade equivalent or more
33 of 86 or 38.4% gained 1.0 grade equivalent or more
41 of 86 or 47.7% gained .8 grade equivalent or more

2.a) The average attendance of Indian students will increase by 2% at each grade level.

Grade	1982-83	1983-84	% Gain/(Loss)
K	90.3	90.4	.10
1	90.5	93.9	3.4
2	94.0	94.0	.0
3	94.0	92.8	(1.7)
4	92.1	89.2	(2.9)
5	92.8	93.4	.6
6	88.2	88.9	.7
7	88.0	83.0	(5.0)
8	88.2	78.3	(9.9)
9	82.7	71.2	(11.5)
10	74.8	79.0	4.2
11	84.0	83.7	(.3)
12	83.2	79.0	(4.2)

This objective was not achieved.

CHEHALIS TRIBAL HEAD START

Through this program, Indian students enrolled in the Chehalis Tribe's preschool will receive the necessary skills to enter and succeed in the early elementary grades.

Program Objectives (as stated in proposal)	Evaluation Results
1. To conduct 9 home visits by classroom teacher.	Achieved. Home visits were conducted at childrens' homes and parents were provided with up-to-date information regarding their children and their educational experiences.
2. To conduct home visit training for four classroom teachers.	Achieved. Teachers received the home visit summary format prepared for each visit.
3. To conduct developmental assessment to identify ambitious achievements.	Each child was scored and charted for progress.
4. To develop and implement educational plan for children exceeding appropriate age by 6 months.	Second mid-term assessment measured changes and adjustment to education plan.

COLUMBIA

An increase in pre to post reading and math scores was the primary objective in Columbia's 1984 JOM program. Student participation in extra-curricular activities continued to improve in 1984 from the 1983 program.

Program Objectives
(as stated in proposal)

1.a) Native American students in grades 1-6 will demonstrate gains of 20% in academic demonstrated achievement.

Evaluation Results

Average Achievement Test Scores (CAT)
Grade Equivalents

MATH

Grade	Pre	Post	Gain
1		2.2	
2	1.7	3.3	1.6
3	2.2	3.7	1.5
4	4.9	5.7	.8
5	5.5	7.0	1.5
6	6.1	8.4	2.3

READING

1		1.8	
2	1.9	2.9	1.0
3	1.8	4.0	2.2
4	5.0	5.4	.4
5	5.1	5.4	.3
6	6.4	8.7	2.3

2.a) Native American students in grades 7-12 will demonstrate gains of 20% (or) 80% total of Indian youth enrolled in extra-curricular activities.

Participation among 11 Indian youth, 7-12:

From several available extra-curricular activities, the district has records of the amount of participation among these 11 students--in 1982-83, they had 31 participations. In 1983-84, they had 49 participations. This represents a 16% increase. Undoubtedly the JOM bus encouraged and facilitated participation.

CUSICK

Through the employment of a home/school coordinator, efforts were made to increase the attendance levels of Indian students, determine types of services needed by students and involving parents in the education of their children.

Program Objectives (as stated in proposal)	Evaluation Results
The contractor shall employ one-half day home/school coordinator who shall:	
a. Foster parent and student awareness as to the importance of education.	Accomplished through home visits.
b. Keep parents aware of child's work and behavior in school, truancies, missed classes, suspensions, and most important, their successes.	Attandance was monitored by checking teachers attendance files and listing student attendance every 20 days, through report card totals and checking with the attendance clerk. In instances where attendance was a problem, teacher/parent conferences were arranged and meetings with the parent and student to resolve the problem. Students having perfect attendance were rewarded for such an achievement.
c. Cooperate with parents, trying different methods to have their children remain in school.	Accomplished through home visits and monitoring students in the school.
d. Act on referrals from school staff noting reasons and assisting in providing prescribed remedial actions.	Accomplished by meeting with students and families and making appropriate referrals to local or state agencies when needed. Parents were kept informed of student referrals and student progress.
e. Work toward better understanding and communication between teachers, parents and students.	Accomplished by keeping in touch with all parties concerned.
f. Work with school and tribal staff to assure cooperative counseling and family support effort.	Counseling sessions covered issues of drug-alcohol abuse, family and peer concerns, sexual issues, problems with teachers, improving study habits, sexual abuse, developing positive self-esteem, anger control, behavior in the classroom, and academic needs. The aide kept in contact with counselors and other appropriate persons both at the school and within the tribe.

g. Provide appropriate tutoring services as identified by school staff through grade reports.	Accomplished through individual tutoring sessions with Indian students requiring additional assistance in academic subjects such as math, history, English and reading.
h. Will provide school teaching staff tribally approved cultural resources as requested.	The Animal People Book was used throughout the year with the kids. Different art projects such as the eagle art project from the Daybreak Star activities book were done by students. Kalispel language books were on hand for usage by the kids when their school work was completed. Books on Native Americans were kept in the aide's room so the kids would have easier access to their use. The Indian Reading Series was used consistently with students throughout the year and the Daybreak Star Magazine was also available for their use.

FIFE

Fife's 1984 JOM program stressed increasing the academic levels of Indian students through tutoring.

Program Objectives
(as stated in proposal)

1.a) Indian children identified by their teachers as below grade level in academic areas will, at the end of the 1983-84 school year, show improvement as measured by teacher judgment.

Evaluation Results

19 Indian students, grades K-5, were identified by their teachers as needing help in subjects shown below. Most students improved at least .5 grade levels based on teacher judgment.

Subject	Number Tutored	Number Improved	% of Students Improved
Reading	14	14	100%
Math	13	12	92%
Handwriting	5	5	100%
Spelling	1	1	100%
Language	2	2	100%
Social Studies	1	1	100%

Two students, grades 6-8, were identified by their teachers as needing help in subjects shown below. One student improved in assignments completed and success on tests based on teacher judgment. The other student did not show improvement.

Subject	Number Tutored	Number Improved	% of Students Improved
Social Studies	1	1	100%
Language Arts	1	0	0%

HOOD CANAL

In the 1984 JOM program efforts were again made to JOM students improve their reading and math skills. Student participation in extra-curricular activities and parent participation in education committee activities were also program objectives in 1984.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) 50% of the Indian students achieving below grade level in reading and math will achieve one year gain in 1983-84.	37% of the total Indian student enrollment were identified as being below grade level in reading. Test scores at the end of the school year indicated that 44% showed an achievement of one or more years gain. 26% of the total Indian student enrollment were identified as being below grade level in math. Test scores at the end of the school year indicated that 82% showed one or more year gain.
2.a) 50% of the Indian students who are achieving below grade level will increase their grade point average by .5 each trimester.	This objective could not be measured accurately because of the grading system and insufficient grade completions in students' records. Some teachers grade with numbers, others grade with symbols. However, the Indian student participation in extra-curricular activities has remained at 25% when compared to the previous year.
3.a) Parent participation in school activities will increase by 5% over the previous year.	Parent participation in school activities has increased by 6% from the previous year. Indian parents have volunteered to help in the classroom, on field trips, and have participated in parent-teacher conferences.
2.b) Parent participation in the education committee activities will increase by 5% from the previous year.	Parent participation in education committee activities has declined from the previous year.

MARY WALKER

The 1984 JOM program emphasized increased Native American student grade completion, increased academic gains, increased parent participation in JOM and school-related activities, and increased student participation in extra-curricular activities.

Program Objectives
(as stated in proposal)

Evaluation Results

1.a) 90% of the Native American students enrolled in Sept., 1983, grades K-12, will be in school in June, 1984 (or graduate).

56 JOM students were enrolled in October, 1983; 60 were enrolled in June, 1984, showing that 98% of the students were still in school. Student attendance was checked daily, with a follow up made for three or more consecutive absences or other patterns of repeated absences.

1.b) 60% of the Native American students, grades K-12, will demonstrate gains greater than one year as measured by a comparison of standarized achievement test scores.

High School

	Reading		Math	
Grade	Fall	Spring	Fall	Spring
9	9.3	9.9	10.8	11.5
10	9.9	11.2	9.6	11.3
11	11.5	12.1	11.6	12.3
12	10.4	11.1	9.5	10.3

Middle School

	Reading		Math	
Grade	Fall	Spring	Fall	Spring
6	5.8	7.0	6.0	7.3
7	6.9	8.0	6.8	7.9
8	8.1	9.3	7.9	9.0

Test results for grades 1-5 not reported.

Student progress was checked frequently with students and teachers. Grade checks were reported to parents every month. The counselor/tutor regularly tutored those students who needed such and were not being served by other programs.

2.a) Native American parents will demonstrate an increased frequency of participation in parent/teacher/student conferences, attendances at JOM meetings, attendance at school/community functions,

A comparison shows that parent participation increased with an average of 10 parents attending meetings. Parents volunteered for Indian youth conferences and participated in many school/community functions such as PTO and working with sport fund raising projects.

2.a) cont.

and attendance at adult workshops when compared with the numbers of parents who attended each of the functions in the 1982-83 school year.

3.a) Native American students will demonstrate an increased frequency of participation in sports, student government, and other school/community functions.

Much emphasis was put on studer. tutoring and counseling combined. JOM and VI-A counseling sessions totaled 323. Student participation in grades 6-12 in athletics, student government, and other school/community functions increased this year.

1983 (6-8)		1983-84 (9-12)	
Athletics:	78%	Athletics:	60%
Government:	22%	Government:	33%

Increased participation seems to be due to more pride and a more positive attitude toward school not only among the Indian students but among the whole student body and faculty.

NORTH KITSAP

Increased Native American student participation in extra-curricular activities, increased academic achievement and increased awareness of local and other tribal cultures were the primary objectives of the 1984 North Kitsap JOM program.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) Students will raise $200+ for their club.	Students raised over $1,100 for the Indian Club.
1.b) The Senior High School Indian Club officers will participate in 100% of Inter-tribal Parent Committee meetings.	The Indian Club attended 75-80% of all IPC meetings and represented themselves well.
1.c) Increase student participation in school or sports activities by 15%.	Indian students represented semselves well in all academic special projects, i.e., Science Fair, Spelling Bees & Project REACH, having several ribbon winners. Also, 11 Indian students attended the annual Indian Youth conference held in Pendleton, Oregon.
2.a) Provide an academic program to where we will have less than 10% of the Indian students failing each quarter or trimester.	8 students at senior status; 7 graduated, 4 of which have applied for college. The average daily attendance was great although several students were out sick with the flu in early spring. Middle school GPA averaged 2.0. Fell short of this objective because of not having adequate time at secondary levels, grades 6-12. Had to drop service completely at one building.
3.a) Each student participant will become more aware of their culture and and other tribal cultures.	Cultural presentations were given at all service buildings. Cultural enrichment classes were not conducted after school as originally planned.

NORTH THURSTON

Major components in North Thurston's 1984 JOM program included identification of Indian students needing counseling or the services of a tutor/counselor to increase academic skills and increased attendance by Indian students.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) Provide all eligible students who demonstrate a need with personal/family counseling support services which support positive Indian value systems.	Accomplished--103 individual personal counseling contacts were made. Harmonious relationships were maintained with teachers and all students counseled. At risk students were identified and referred by teachers and/or school administrative staff. Students were contacted by JOM program staff within 72 hours of referral and "Phase I" counseling was initiated (minimum of 2 "appear at request" sessions to explore possibility of change in relationship). If student expressed desire for change, "Phase II" was initiated (student contract, weekly or bi-weekly progress check and behavior exploration sessions). Program and teaching staff kept in touch with eacher and parents during Phase II.
1.b) Implement peer counseling program component.	Not accomplished due to lack of resources. Students receiving tutoring/counseling were monitored closely by program staff and periodic reviews of progress were made.
2.a) Implement student tutor training program component and provide supplemental academic tutoring.	Accomplished--implemented in Winter Quarter, 1984
2.b) Tutoring offered to eligible K-12 Indian students demonstrating a need.	Accomplished.
2.c) Staff to attend all IEP sessions for Indian students.	Accomplished.
3.a) Provide opportunities for Indian students to participate in educational experiences which promote positive self image and intra-cultural understanding.	Accomplished--students attended Pow Wow's, youth conferences and other culturally related activities.

4.a) 20% of all JOM eligible students will earm JOM/SPI recognition awards.	Accomplished.
4.b) Students will be given public recognition for all special achievements/awards.	Accomplished--seniors were presented recognition awards at annual senior banquet and names of all award recipients were published in final program newsletter.

OAKVILLE

The 1984 Oakville JOM Program focused on gains in math, language arts and reading as well as an increase in participation in co-curricular activities.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) Students will gain one or more years grade equivalence in math computation.	Scores ranged from loss of 2.0 to gain of 2.5; only one student scored below 7.7 grade level, others ranged to 12.5.
1.b) Students will gain one or more years grade equivalence in reading comprehension.	Scores ranged from loss of 3.5 to gain of 3.9. Only 3 students were reading below 7th grade level, others ranged to 12.9.
1.c) Students will gain one or more years grade equivalence in language arts skills.	Scores ranged from loss of 2.3 to gain of 4.9. Only 3 students scored below 8.4 grade level, others ranged to 12.9.
2.a) Students will participate in school activities at the same or higher level than previous year.	Accomplished.
2.b) Students will earn the opportunity to participate in Indian cultural activities, i.e., Youth Club, Youth Conference and workshops.	Accomplished.

OKANOGAN

Primary objectives within the 1984 JOM Program included increasing the academic and attendance levels of Indian students utilizing an Indian aide/home visitor, increasing student participation in extra-curricular activities, and increasing Indian students' knowledge of their culture and heritage.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) Indian pupils will increase attendance levels.	Accomplished--attendance has been in the 90% in all grades.
1.b) The mean GPA for Indian pupils will be within 5-10% of others.	Not reported.
2.a) Increase by 10% the number of Indian students involved in extra-curricular activities.	Accomplished.
2.b) Opportunity to attend leadership conferences will be afforded at least 20% of the Indian high school pupils.	Accomplished.

PORT ANGELES

A major focus of the 1984 program was increasing school attendance and academic skill levels of Indian students enrolled in Port Angeles. Community and student involvement in school-related activities was also stressed.

Program Objectives (as stated in proposal)	Evaluation Results
1. A tutoring program for JOM students in grades K-5 will be established and implemented by the JOM program aides.	JOM staff tutored 55% of the Indian students in grades K-5. Our objective was met and we are experiencing a marked increase in our testing. Records were kept for those served.
2. A social evening with a meal and both district staff and Indian community members will be held during the month of January or February.	We feel functions such as this create a bond between school and tribal members that have positive effects on school attendance and also creates a comfortable atmosphere within to converse.
3. An Indian student awards assembly will be held in June.	This activity is an incentive to students to complete their high school education. On May 30 a Graduation Recognition Banquet was held. There were 36 people in attendance. 7 graduates were honored, and each of the graduates spoke outlining their plans for the future. The students in attendance were very appreciative of the courtesies extended to them, and parents expressed their appreciation as well.
4. Members of the Indian community will be invited to discuss methods for strengthing student educational programs.	Members of the Parent Committee kept a record of participation in school social functions, and the Advisory Parent Committee has kept records of the Indian Community about our project. The Parent Committee members were involved in all steps of planning and implementing and supporting of all activities.
5. Indian Education staff will maintain a monthly attendance system for Indian students.	Daily records were kept through the JOM staff and were kept for the Parent Committee to view. We have increased our attendance with a marked decrease in absenteeism.
6. Students will participate along with members of the Parent Advisory Committee in the Indian Youth Conference.	We were unable to meet this objective due to several factors.

7. JOM Indian aides will be employed from among our Indian community in order that all students, both Indian and non-Indian, will have an Indian role model.	Each aide employed responded in a manner conducive to good role models for encouraging attendance and stressing the importance of education. Through local hiring, we see realization of improved economics for families but more importantly, an accomplishment of our Indian people giving the students more confidence through additional attention.
8. A college visitation program will be established by the JOM committee through the JOM staff for a period sometime after the first of the year.	A staff person took 5 students to Peninsula College, encouraged local participation and met Indian staff there. Students were impressed by local campus, curriculum, staff and some are considering attendance who would otherwise find it economically impossible to consider a move away from the Port Angeles area.

PORT GAMBLE KLALLAM TRIBE

The Port Gamble Klallam Early Childhood Program has been in operation for four years. There are two age levels of students: the Pee Wees, 3 years old, attend school for two hours each week. The Pre-schoolers, 4 and 5 years old, attend school 5 hours each day. The main focus is to teach basic concepts in language, social skills, and motor-coordination so that students are better prepared for entering kindergarten. The 1984 program again utilized grandparents who volunteered to help children daily.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) Parents of pre-school children will provide volunteer classroom services and/or support to intensify the program for one hour each week during the school year.	All parents were involved in supporting the pre-school program by providing the daily snack. Parents raised additional funds to purchase necessary supplies. This was documented by calendar and meeting minutes.
1.b) 90% of pre-school parents will continue to attend early childhood education meetings.	This objective was not achieved.
2.a) Indian students will develop an understanding of school procedures.	All students gained an understanding of school procedures, i.e., group activities, following instructions, and social interaction.
2.b) Indian students will be better prepared for entrance into the publis school system: a. Students will develop pre-reading and pre-writing skills. b. Students will learn recognition of their name, shapes and numbers through curriculum. c. 75% of the enrolled students eligible for kindergarten will pass a readiness test.	Through observation, all students gained progress in areas of pre-reading and pre-writing skills and 90% of the students learned to write his/her name. All students made a substantial gain. 50% of the students passed a readiness test to enter kindergarten.
3.a) Provide an opportunity for students to see, hear and discuss Indian culture.	The students learned to Indian dance and performed at the graduation ceremony.

3.b) Provide the opportunity for social interaction action and social development.	This objective was part of the daily curriculum and students performed on two occasions.
3.c) Two Indian grandparents will be involved in assisting in the classroom each school day.	This objective was a big asset to our program because there is just one staff person. Records were kept by the Foster Grandparent Program Director.

PUYALLUP

Objectives for the 1984 Puyallup JOM program included increasing Indian students' knowledge and understanding of their cultural heritage, increased academic achievement, and increasing the number of Indian students completing high school.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) 70% of all eligible junior and senior high Indian students will participate in Indian arts or crafts classes. Each participant will complete one or more project.	Records indicated that 9, or 30%, different secondary students were contacted by the resource consultant two or more times for Indian arts and craft classes. The students made headbands, chokers, painted ceramic objects, beaded necklaces, feather headdress, ceremonial dress, and loom beading.
1.b) 75% of all eligible Indian parents will have one or more home visits by staff as requested by the school, staff, parents, and/or student for the purpose of liaison between home and school.	The Resource Consultant made 183 home visits this year for census forms information; welcomed new Title IV or JOM families; and made visits at the request of the principal, attendance officer, nurse, counselor, or parents.
1.c) All 3rd graders in the district will have an increased awareness of Pacific Northwest Indian culture through presentations at the Karshner Museum given by the Resource Consultant.	The Resource Consultant made presentations to all the third graders (834) in the district at the Karshner Museum and in four classrooms (120). This is an ideal way for the young people in our schools to get accurate information about native people and the culture of the Pacific Northwest Indian peoples.
2.a) 75% of all Indian students enrolled as of 10/1/83 will graduate in June, 1984.	Three out of three, or 100%, of the 12th graders finished high school in June, 1984.
2.b) Four to eight elementary school children at or below grade level will achieve at least one month's gain for every month tutored in the area tutored.	The Resource Consultant worked with 3 students (pre-first, 2nd and 6th) in 3 different schools. She met with the students in math, spelling, attendance, work completion and self-esteem.

QUILLAYUTE VALLEY

With the assistance of aides hired through this program, JOM students received individualized tutoring in the basic skills areas. Other components included parent involvement in the educational process and student participation in school and cultural heritage activities.

Program Objectives (as stated in proposal)	Evaluation Results
1. Tutoring in math, reading and spelling. 17 students will increase 6 NCE points on a standardized achievement test.	The JOM students served exceeded the learner objective which was to have 17 students increase 6 NCE points on a standardized achievement test. The total increase was 14.72 NCE points.
2. Parent participation: 4 JOM meetings combined with Title IV-A (unless otherwise specified by the Parent Committee) will be held during the year.	More than four combined JOM/Title IV-A meetings have been held during the year. Minutes of the meetings are on file to document parent participation.
3. Student participation in school activities: JOM tutors will contact JOM students in the 6th through 12th grades to inform students of activities and encourage participation. They will report student involvement to the JOM committee.	26 Indian students participated in activities at the high school level. With 30 JOM students involved at the 9 through 12 level, this is excellent participation.

SEQUIM

Sequim's 1984 JOM Program focused on increasing students' academic skill and attendance levels as well as increase their cultural awareness. Parental involvement in the education process was also stressed.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) By the end of the 1983-84 school year, 60% of the JOM students in grades K-8 will achieve at least one year gain in reading and math.	Achieved.
1.b) The average attendance rate for JOM students in grades K-12 for 1983-84 will exceed 92%.	The average attendance rate for JOM students in grades K-12 for the 1983-84 school year was 95%. There were three students who transferred or withdrew from school this year.
2.a) The JOM Indian Parent Committee will hold at least 6 meetings during the 1983-84 school year.	The JOM Parent Committee held 8 regular meetings during the 1983-84 school year, plus an informal awards dinner at the end of the year for JOM students.
2.b) 80% of JOM parents will have at least two contacts with school staff during the 1983-84 school year.	All K-4 Indian parents were involved in parent/teacher conferences. Less than 50% of middle and high school parents came in for conferences. All JOM parents were contacted by letter regarding public hearings, open house and Indian certification.
3.a) School cultural and recreational activities will be planned for JOM students in grades K-12.	JOM students during the year had opportunities to participant in weaving and clay classes; visit the Suquamish and Makah museums; and to enroll in special reading and math enrichment classes.

SHELTON

A JOM tutor/counselor was utilized in an effort to increase the academic skills and attendance levels of Indian students. Indian students were also given an opportunity to work in the school supply store in an effort to increase their economic skills and career awareness.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) At least 25 JOM students will learn economic skills and leadership roles as demonstrated by successful experience in school supply store.	The student store continues to show progress and profit. 23 eligible students worked in the store. These students were actively involved in inventory, stocking, sales and management of the student store.
2.a) At least 15 JOM students will learn of careers available through Squaxin and Skokomish Tribal Centers for student store workers.	Student store workers toured Skokomish Tribal offices, dental clinic and fish hatchery. They were given presentations on various careers available in tribal government, health, education, and fisheries.
2.b) 100% of eligible Indian students to enroll in 9th grade in the fall will do so.	There were 15 eligible JOM students in the 8th grade and all of them did enroll for the freshman year.
2.c) All Indian 8th grade students will develop educational goals for the next 4 years.	All 8th grade students did develop educational goals for the next four years and followed up with enrollment into the 9th grade.
3.a) Help bring SLO's up to date. 25 students will bring SLO's up to date.	Cooperative efforts between teachers and JOM aide enabled 23 in need of tutoring to be identified resulting in SLO objectives being achieved.
3.b) JOM students will show 3 days improvement in attendance during the 1983-84 year over previous year.	Attendance for the 1983-84 school year was 91% compared to 87% the previous year.

WELLPINIT

Continued efforts were made in Wellpinit's 1984 JOM program to improve the academic skills and attendance levels of Indian students, increase their knowledge and understanding of their cultural heritage, and increase the involvement of Indian parents in the education of their children.

Program Objectives (as stated in proposal	Evaluation Results
1.a) 50% of all Indian students will attain grade level in reading, math and language arts.	Out of a total of 147 Indian students tested: Reading: 72 (49%) students attained grade level Language Arts: 76 (52%) students attained grade level Math: 73 (50%) students attained grade level
2.a) 165 Indian students will demonstrate a 10% improvement in attendance.	Achieved. Attendanced increased by 19%.
3.a) Selected Indian students will increase their cultural awareness by 15%.	During 1983-84, 131 Indian students received instruction in Spokane Indian Language. 110 Indian students attended a cultural day held at the Spokane Fairgrounds in conjunction with the Spokane Indian Pow Wow days. Indian students in grades 4-8 also used two Indian magazines in the classroom as supplementary materials during the school year. The results of the survey show that the students gained an average of 20% knowledge on each item of the 10 questions asked on the pre-post survey.
4.a) Parents will acquire a broader knowledge of educational concerns on the local, state and national levels.	9 Parent Advisory Committee meetings were held during the 1983-84 school year. 47 parents attended these meetings with an average of 5 parents at each meeting. 3 parents also attended on informational meeting held at Springdale on JOM.
4.b) Better school-home communications will be developed as a result of parent contacts.	The home liaison contacted 80 parents concerning the students' progress, daily attendance, achievement scores and activities for each student were also maintained by the home liaison for reference during the school year.

YELM

The 1984 JOM Program in Yelm focused on improving Indian students' attendance levels, reducing dropout rates, increasing academic achievement levels, and career/personal awareness.

Program Objectives (as stated in proposal)

Evaluation Results

1.a) By the conclusion of the school year, the Indian student dropout rate in grades 9-12 will have at least maintained the same percentage rate as the 1982-83 school year to reflect no increase from the baseline period.

This objective was partially attained. During the 1983-84 school year a total of 4 Indian students in grades 9-12 dropped out of school and did not transfer to any alternative educational program. This represents 14% of the 29 students. While this rate is up slightly from last year (9%), it did not exceed the 1981-82 baseline period of 22%. It should also be noted that Indian student enrollment at the high school has increased 32% from last year.

2.a) By the conclusion of the school year the Indian student absenteeism rate for grades K-12 will not have increased from the 1982-83 school year or the baseline period.

This objective was partially attained. Attendance rates for the current and preceding two years are compared below:

	% of Days Absent		
Level	1981-82	1982-83	1983-84
Primary	4.8%	9.0%	9.6%
Middle	6.5%	10.2%	9.8%
Senior High	8.2%	10.4%	9.7%
Average %:	6.1%	9.7%	9.7%

3.a) By the conclusion of the school year, the Indian student basic skill achievement level in grades 1-12 will not decline from the baseline period.

Attained. The Comprehensive Test of Basic Skills is administered to students in grades 1-12 each October. Indian student's normal curve equivalent (NCE) scores in reading and mathematics are compared for the current and preceding two years:

	Average NCE of Indian Students		
	1981-82	1982-83	1983-84
Math	43.0	38.4	45.9
Reading	37.7	40.2	44.7

4.a) By the conclusion of the school year, 70% of the Indian students for whom individualized career, academic and/or personal guidance objectives were established will achieve their prescribed objectives.

Attained. During the year the Indian Student Advisor worked intensively with 19 students using an individualized guidance plan. Areas of guidance included attendance, academic achievement, career planning and school behavior. 16 of the 19 students (84%) successfully achieved the objectives prescribed by their individual guidance plans. The disposition of the guidance plans were as follows:

72% objective fully achieved
17% objective partially accomplished
11% objective not accomplished

Total number of plans: 36

OTHER SPECIAL PROGRAMS FOR INDIAN STUDENTS

The main focus of this annual report is the Johnson-O'Malley Indian Education program. However, less than half of the Indian students in public schools in Washington are eligible for JOM assistance. In addition, the JOM program may not meet all the needs of those Indian students in the JOM programs.

It is relevant, therefore, to point out that the State Superintendent administers other federal and state programs which provide direct and indirect benefits to Indian students in the public schools.

Following is a brief description of other special programs which serve Indian students.

Chapter 1 (previously Title I, ESEA)

In 1981, Public Law 97-34, the Education Consolidation and Improvement Act, was passed and amended in 1983. ESEA Title I became ECIA Chapter 1. Nationwide, over $3.4 billion is spent each year on Chapter 1 programs. In 1983-84, Washington State's share was $33 million, which provided extra help in readiness, reading, math and/or language arts to over 58,000 children.

Chapter 1 money is given to school districts only after certain requirements have been met. In order to receive Chapter 1 money, each district must submit an application and assurances to the state office of the Superintendent of Public Instruction.

Chapter 2 Federal Block Grant

The Federal Block Grant, otherwise known as Chapter 2, is a sum of money available to each local school district for supplementary activities. The funds from 28 federal programs were combined to create the Block Grant. The funds may be used for a wide variety of purposes with few regulations imposed by state or federal governments. Please note that this Block is not the same as Chapter 1 (the new name for Title I). Also, it is not the State Block Grant.

Congress decides the total amount available to Chapter 2 nationally. The number of public and private school students in Washington determines our state's share of that amount. Local districts decide annually now much of their allocation will be spent in each category. The 1984-85 allocation to Washington State was $7,646,164. Each district is eligible to apply for a specific amount based on a distribution formula.

Title IV, Part A

Title IV of Public Law 92-318 was funded for the first time in fiscal year 1974. Part A of this Act has the same general objectives as those of the JOM Program. However, the eligibility requirements are quite different, with the result that many Indian students in urban and other non-reservation areas received assistance.

The following general information is presented: The funded and supervision of the Title IV project is entirely the responsibility of the U.S. Office of Education in Washington, D.C. For this reason, the State Superintendent of Public Instruction is not responsible for or capable of reporting any details on this program.

During fiscal year 1983, 67 school districts in Washington State received grants under Part A of Title IV totaling $2,247,227 of the 67, 17 were state funded JOM districts.

The precise grant amounts received by the districts are indicated below:

APPROVED GRANTS UNDER
P.L. 92-318, TITLE IV, PART A
State of Washington
Fiscal Year 1983

District	Grant Amount
Aberdeen	$ 16,179
Auburn	43,913
Bellingham	32,646
Bremerton	50,847
Cape Flattery	36,691
Central Valley	25,279
Clarkston	8,956
Clover Park	26,186
Columbia #206	13,867
Cusick	6,358
Edmonds	34,957
Elma	14,445
Federal Way	22,534
Ferndale	57,347
Glenwood	2,022
Goldendale	8,230
Grand Coulee Dam	43,913
Granger	15,890
Highline	100,682
Hood Canal	11,412
Hoquiam	10,112
Inchelium	26,868
Kalama	17,190
Kelso	25,423
Kent	22,390
LaConner	17,912
Lake Stevens	7,945
Lake Washington	11,123
Longview	51,714
Lyle	5,778
Mary Walker	11,556
Marysville	45,647
Mercer Island	1,733

Monroe	2,311
Mount Adams	67,025
Mount Baker	13,001
Nespelem	28,601
North Beach	14,012
North Kitsap	27,012
North Thurston	15,890
Northshore	5,489
Oakville	8,378
Ocean Beach	17,334
Okanogan	10,689
Olympia	13,001
Omak	56,706
Port Angeles	26,001
Pullman	6,500
Puyallup	18,056
Quilcene	2,456
Quillayute Valley	17,479
Renton	25,279
Seattle	189,953
Sequim	5,922
Shelton	32,790
South Bend	10.256
South Kitsap	62,981
Spokane	172,908
Tacoma	104,727
Toholah	25,135
Toppenish	58,647
Toutle Lake	9,388
Vancouver	19,068
Wapato	105,016
Wellpinit	33,802
Yakima	66,303
Yelm	14,445
Educat onal Service District 121	82,915
Paschal Sherman Indian School	23,690
Puyallup Tribal School	26,001
Quileute Tribal School	8,667
TOTAL	$ 2,247,227

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JOHNSON-O'MALLEY DIRECTORY

Program Name	County	Superintendent & Telephone Number	Program Administrator & Telephone Number	JOM PEC Chairperson	Tribes Served
Bellingham #501 Box 878 Bellingham, 98225	Whatcom	Lee Olson (206) 676-6400 SCAN 522-6400	Blair Ford (206) 676-6503 SCAN 522-6503	JoAnne Hall 1827 Marine Drive Bellingham, WA 98226	Lummi
Chehalis Tribal Head Start P.O. Box 536 Oakville, 98568	Grays Harbor		Bob Stewart (206) 273-5911	Georgette Wells c/o Chehalis Tribe P.O. Box 536 Oakville, WA 98568	Chehalis
Columbia #206 P.O. Box 7 Hunters, 99137	Stevens	Roy Graffis (509) 722-3311	Same	Sharon Kieffer Star Route Davenport, WA 99122	Spokane
Cusick #59 Cusick, 99119	Pend Oreille	Ray Korb (509) 445-1125	Same	Stanley Bluff c/o Kalispel Tribe P.O. Box 38 Usk, WA 99180	Kalispel
Fife #417 5602 - 20th Street East Tacoma, 98424	Pierce	Glenn K. Frizzell (206) 922-6697 SCAN 252-6002	Peggy O'Connor (206) 922-6697 SCAN 252-6002	Richard George 5504 Valley Avenue E. Tacoma, WA 98426	Puyallup
Hood Canal #404 North 111 Highway 106 Shelton, 98584	Mason	Robert L. Dehning (206) 877-5463	Same	Jerry Arca Rural Rt. 5, Box 458 Shelton, WA 98584	Skokomish
Mary Walker #207 Box 158 Springdale, 99173	Stevens	Lorence Simonsen (509) 258-4534	Same	Helen Abrahamson P.O. Box 505 Ford, WA 99013	Spokane
North Kitsap #400 18360 Caldart Avenue NE Poulsbo, 98370	Kitsap	Robert Alford (206) 779-3971	Same	Margaret Tom 31771 Little Boston Road NE Kingston, WA 98346	Suquamish &

Program Name	County	Superintendent & Telephone Number	Program Administrator & Telephone Number	JOM PEC Chairperson	Tribes Served
North Thurston #3 6202 Pacific Avenue Lacey, 98503	Thurston	John W. Gott (206) 491-4300	Niles Wusterbarth (206) 491-4300	Bonita Evans 3440 - 24th Avenue NE Olympia, WA 98506	Nisqually
Oakville #400 Box H Oakville, 98568	Gravs Harbor	Dennis Brandon (206) 273-5946	Barbara Allen (206) 273-5947	Percy Youckton P.O. Box 89 Oakville, WA 98568	Chehalis
Okanogan #105 P.O. Box 592 Okanogan, 98840	Okanogan	William Laws (509) 422-3629	Same	Addie Condon Box 1062 Omak, WA 98841	Colville
Port Angeles #21 216 East 4th Port Angeles, 98362	Clallam	William Serrette (206) 457-8575	Merton Thornton (206) 457-8575	Gerald Charles P.O. Box 102 Pt. Angeles, WA 98362	Lower Elwha Klallam
Port Gamble Klallam Tribe P.O. Box 280 Kingston, 98346	Kitsap		June Jones (206) 297-2646	Molly Sullivan c/o Pt. Gamble Klallams P.O. Box 280 Kingston, WA 98346	Port Gamble Klallam
Puyallup #3 109 East Pioneer Puyallup, 98371	Pierce	Ray Tobiason (206) 841-8769	Nancy Polich 202 - 7th St. SW Puyallup, 98371 (206) 841-8725	Marie Frazer 11203 - 92nd Ave. East Puyallup, WA 98371	Puyallup
Quillayute Valley #402 Box 60 Forks, 98331	Clallam	Donald Krag (206) 374-6262 SCAN 737-1217	Lorin Miller (206) 374-6262 SCAN 737-1217	Lillian Pullen Box 62 LaPush, WA 98350	Quileute & Lower Hoh
Sequim #323 503 Sequim Ave. North Sequim, 98382	Clallam	Kenneth Anderson (206) 683-5551	Rita Thatcher (206) 683-3336	Beth Anders 1693 Barr Road Pt. Angeles, WA 98362	Jamestown Band Klallam

Program Name	County	Superintendent & Telephone Number	Program Administrator & Telephone Number	JOM PEC Chairperson	Tribes Served
Shelton #309 8th and Pine Shelton, 98584	Mason	Richard E. Smith (206) 426-1687	Same	Yvonne Peterson N. 1110 Highway 106 Shelton, WA 98584	Skokomish
Wellpinit #49 Box 390 Wellpinit, 99040	Stevens	Bob Young (509) 258-4291	Same	Francine McCrea P.O. Box 286 Wellpinit, WA 99040	Spokane
Yelm #2 Box 476 Yelm, 98597	Thurston	Glen Nutter (206) 458-5731	Mary Zodrow (206) 943-2837	Margie Bracero c/o Nisqually Tribe 4820 She-Nah-Num Dr. SE Olympia, WA 98503	Nisqually

DR. FRANK B. BROUILLET
Superintendent of Public Instruction

Old Capitol Building, FG-11, Olympia, WA 98504

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